

Character Education As A Foundation For Community Development In Doridungga Village, Donggo District, Bima Regency

Hendra¹, Nurlaila², Renni Sartika³, Tasrif⁴, Muhamad Lutfi⁵, Ady Ardyansah⁶,
Haeril⁷, M. Irfan⁸, Pingkan Oktafiana⁹

¹²³⁵⁶⁷⁸⁹Program Studi Ilmu Administrasi Negara Universitas Mbojo Bima

⁴Program Studi Ilmu Komunikasi Universitas Mbojo Bima

Email: hen.dra13@yahoo.co.id

Article Info

Article history:

Accepted: 26 December 2025

Publish: 14 December 2025

Keywords:

Character Education;

Parents;

Young Generation

Abstract

This Community Service Program (PPM) was carried out as an implementation of the Tri Dharma of Higher Education at Mbojo Bima University in response to the declining quality of character among the younger generation, particularly in Doridungga Village, Donggo District, Bima Regency. The growing phenomenon of moral degradation among adolescents necessitates strengthened character education through synergy between families, schools, and the community. This activity aims to enhance the knowledge, understanding, and awareness of parents and community members regarding the importance of character education as a foundation for shaping positive behavior in children. The method employed involved face-to-face counseling sessions through lectures, discussions, and question-and-answer activities, engaging 48 participants and three resource persons from Mbojo Bima University. The material presented covered the basic concepts of character education, character values, and strategies for developing character through intervention and habituation. The results indicated a high level of participant enthusiasm, as reflected by numerous questions related to the implementation of character education in daily life. Despite several challenges, such as limited time and varying levels of participant comprehension, the overall objectives of the activity were achieved. Participants demonstrated improved understanding and awareness of the importance of character education, providing a positive impact on strengthening the roles of families and communities in shaping the character of the younger generation.

This is an open access article under the [Creative Commons Attribution-Share Alike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).



Corresponding Author:

Hendra

Universitas Mbojo Bima

Email: hen.dra13@yahoo.co.id

1. INTRODUCTION

The Tridharma of Higher Education (Tri Dharma Perguruan Tinggi) mandates three primary obligations for every higher education institution: education, research, and community service. To fulfill one of these obligations, Mbojo Bima University conducts Community Service (PPM) activities, demonstrating the institution's concern for emerging social and educational issues within the community, particularly in rural areas.

One of the pressing issues facing Indonesia today is the declining character of its younger generation. This moral degradation manifests itself in various negative behaviors, such as cheating on exams, disrespectful behavior toward teachers and parents, student brawls, smoking, peer violence, promiscuity, drug abuse, kidnapping of teenagers and minors, pornography, sexual harassment, and increasing social inequality within the community. This situation highlights the need for serious and systematic efforts to strengthen character education from an early age.

According to Azyumardi Azra (1998:3), the terminology of character education has resurfaced since 2010, when the government made it a national movement at the peak of the commemoration of National Education Day on May 20, 2010, which was launched by the President of the Republic of Indonesia. This movement emerged as a response to the increasing erosion of the character of the Indonesian nation, as well as an effort to build Indonesian people with morals and noble character. Character education is seen as an important foundation for forming a society that is moral, has integrity, and is able to maintain national identity amidst the currents of globalization.

Character is the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality, which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, etiquette, culture, and customs. Character is often interpreted as being on a par with morals and good manners, so that national character is identical to the morals of the nation itself. A nation with character is a nation that has moral behavior and noble character; conversely, a nation without character is a nation that is weak in norms, morality, and social ethics.

Character education itself is a system of instilling character values in school members, encompassing the components of knowledge, awareness, willingness, and action to practice these values, both to God Almighty, oneself, fellow human beings, the environment, and the nation. According to Zubaedi (2011:19), the success of character education requires the involvement of all school components, including curriculum content, learning processes, assessment systems, the quality of relationships between school members, subject management, school management, extracurricular activities, utilization of facilities and infrastructure, financing, and the work ethic of all school members. Thus, character education is a sincere effort to understand, shape, and foster ethical values for all members of society.

Given the importance of early character development, teachers and parents play a central role in guiding, directing, and instilling positive moral values. Children's character is formed not only through formal education at school, but also within the family environment. Children spend more time at home, making parents the primary figures determining their moral development and behavior. Therefore, parents must understand and be aware of the importance of character education.

However, the reality on the ground shows that many parents still do not understand the importance of character building in children. This is influenced by various factors, including: (1) low levels of parental education; (2) lack of concern for the importance of character education; (3) busy parents so they have little time with their children; and (4) children are more influenced by peer groups than by family guidance. This condition is also found in Doridungga Village, Donggo District, Bima Regency, which requires strengthening character education as a basis for social development in the village community.

In response to this situation, the Institute for Research and Community Service (LPPM) of Mbojo University, Bima, held a Community Service activity focused on character education as a foundation for community development in Doridungga Village. This activity is expected to foster synergy between universities, schools, parents, and the community in strengthening character education for the younger generation and supporting sustainable village development.

2. RESEARCH METHODS

A. Activity Method

This community service activity was conducted by instructors and resource persons consisting of lecturers from the Department of Communication and Administration at Mbojo University, Bima. The activity's methodology was designed to address previously identified issues, namely the low knowledge, understanding, and awareness among teachers and parents regarding the importance of character development in children.

The activity was conducted through a counseling method to help participants gain a better understanding of the importance of character education in shaping a young generation with morals and behaviors consistent with applicable norms. The counseling session was held in a single session with 48 participants, and each participant received a copy of the handout as reference material.

The material was delivered by three speakers, each with their own areas of expertise. The counseling was conducted face-to-face using lecture, discussion, and question-and-answer methods. At the end of the session, participants were allowed to share questions, challenges, or experiences related to child character development, allowing the speakers to provide relevant problem-solving steps.

B. Activity Steps

Community service activities in the Doridungga Village community are carried out through the following steps:

1. Distribution of Dictates
Each participant was given a handout containing counseling material on character education as a reference during the activity.
2. Delivery of Material
The resource person presented material on the importance of character education for participants, particularly in the context of community development in Doridungga Village, Donggo District, Bima Regency. The presentation used an interactive approach so that participants could actively participate.
3. Evaluation of Activity Results
At the end of the activity, an evaluation was conducted through a question-and-answer session. Participants were allowed to ask questions and answer those posed by the presenter, with the aim of measuring their level of understanding of the material presented previously.

C. Supporting and Inhibiting Factors

Based on the evaluation and implementation results, several supporting and inhibiting factors influenced this community service activity. In general, these factors are as follows:

1. Supporting Factors
 - a. Availability of competent experts or resource persons from Mbojo Bima University in the field of character education.
 - b. High enthusiasm from participants towards character education outreach activities in Doridungga Village.
 - c. There is support from the community and the government of Doridungga Village, Donggo District.
 - d. Availability of supporting funds from the Mbojo Bima University institution for the implementation of community service activities.
2. Inhibiting Factors
 - a. The large number of participants made it difficult to manage some participants during the activity.
 - b. Limited time for counseling means that not all materials and questions can be discussed in detail.
 - c. The participants' comprehension ability varies; some are quick to understand the material, but some are slow, so the activity time is less than optimal.

3. RESULTS AND DISCUSSION

The process of character formation is carried out through a process of acculturation and empowerment, which is one of the principles of national education. In a macro context, character formation takes place within three pillars of education: school, family, and community. Each pillar of education will have two types of learning experiences built through two approaches: intervention and habituation. Intervention is developed through an interactive learning environment designed to achieve the goal of character formation. For the learning process to be successful, the teacher as a role model is crucial. Meanwhile, in habituation, situations and conditions are created that enable students to accustom themselves to behaving according to values and becoming internalized characters. The acculturation and empowerment process includes providing examples, learning, habituation, and reinforcement.

Meanwhile, character education in the micro context takes place in educational institutions as a whole, which is grouped into four pillars, namely teaching and learning activities in the classroom, daily activities in the form of educational unit culture, curricular and extracurricular activities, and daily activities at home and in the community. In educational institutions, a comfortable, safe, and orderly school environment must be created, so that students and other

school members are accustomed to and accustomed to building and developing daily activities that reflect the embodiment of values/character.

The PPM activities were carried out face-to-face and provided counseling to the community of Doridungga Village, Donggo District, Bima Regency, and went smoothly and well. The face-to-face meeting, using a presentation method, was followed by a question-and-answer session regarding children's character education material on July 5, 2025, from 8:00 a.m. to 3:00 p.m. WITA.

The activity took place in the hall of the Doridungga Village office, Donggo District, Bima Regency, with 48 participants.

The implementation of this PPM was carried out by a team of 8 community service personnel, with the topics presented regarding: 1) Definition of Character Education. 2) Components of Good Character. 3) Character Values that Must be Instilled. 4) Function of Character Education. 5) Character Formation through Character Education.

Participants enthusiastically asked various questions during the Q&A session. Broadly speaking, the questions focused on: 1. The importance of character education for children. 2. How to develop good character. 3. How to treat children. 4. How to develop good character. 5. What weakens a child's character?

The results of PPM activities broadly include the following components:

1. Success of the target number of training participants.
2. Achievement of training objectives.
3. Achievement of planned material targets.
4. Participants' ability to master the material.

The target participants for the counseling, as previously planned, were to have some knowledge, understanding, and awareness regarding children's character education. In its implementation, this activity was attended by 48 participants. The achievement of the guidance objectives in the preparation of the group activity program planning was good; however, the limited time provided resulted in not all counseling materials being delivered in full. However, judging from the results of the counseling participants, namely the parents of students, in accommodating all the presented material that had been produced, it can be concluded that this activity's objectives were achieved.

4. CONCLUSION

After carrying out the stages of activities and approach methods in community service, it can be concluded that:

The Community Service Program (PPM) on character education implemented in Doridungga Village went well and achieved its stated objectives. The character-building process is understood as a continuous effort involving the three pillars of education: family, school, and community, through intervention and habituation approaches. Participants gained an understanding of the importance of character education, the values that must be instilled, and how to shape children's character through a supportive environment.

The event, attended by 48 participants, demonstrated high enthusiasm, as evidenced by the numerous questions raised regarding the application of character education to children. Although time constraints prevented an in-depth presentation of all material, the overall target of the event, in terms of the number of participants, the objectives of the outreach, and the participants' mastery of the material, was achieved. Thus, the event successfully increased public knowledge, understanding, and awareness of the importance of character education as a foundation for developing positive behavior in children.

Character Education Counseling at the Doridungga Village Level Activity, Donggo District, Bima Regency has been able to overcome the lack of understanding and difficulties in dealing with this problem. Character Education Counseling at the Doridungga Village Level Activity, Donggo District, Bima Regency has been able to provide a positive effect and awareness of students' parents about the importance of character education.

5. SUGGESTION

Based on the results of the training and evaluation, the following suggestions can be given:

1. Strengthening Locally Based Character Education Programs. The village government, along with educational institutions and community leaders, needs to develop character education programs that utilize the local wisdom of the Doridungga community. This will strengthen cultural identity and increase the relevance of learning for the younger generation.
2. Enhancing the Role of Family and Community. As the primary educational environment, families need to be provided with training and guidance on character-based parenting. Furthermore, village communities can be involved through social, religious, and cultural activities that consistently instill the values of discipline, cooperation, and responsibility.

6. ACKNOWLEDGEMENT:

1. The Community Service Team would like to thank the Chairperson of the Mbojo Education Development Foundation, the Chancellor of Mbojo Bima University, and the Head of LPPM Mbojo Bima University for funding this activity.
2. We would like to express our gratitude to the Doridungga Village Government, the Head of the BPD, and the BUMDes managers who have provided information and participation, as well as provided permission, support, and helped to provide the data and information needed during the research process.
3. Thanks, are also extended to the Doridungga Village community and the partners involved in community service activities, and the parties who participated in supporting these community service activities.

7. BIBLIOGRAPHY

- Agus Wibowo. 2012. Pendidikan Karakter: Strategi Membangun Karakter Bangsa Berperadaban. Yogyakarta: Pustaka Pelajar.
- Borba, Michele. 2008. Membangun Kecerdasan Moral: Tujuh Kebajikan Utama untuk Membentuk Anak Bermoral Tinggi. (Alih bahasa: Lina Jusuf). Jakarta: Gramedia Pustaka Utama.
- Budhiman, A. 2017. Penguatan Pendidikan Karakter. Jakarta: Kementerian pendidikan dan kebudayaan.
- Hamid Darmadi, 2013. Urgensi Pendidikan Pancasila dan Kewarganegaraan. Jakarta: Rineka Cipta.
- Lickona, Thomas. 2012. Mendidik Untuk Membentuk Karakter: Bagaimana Sekolah dapat Memberikan Pendidikan Sikap Hormat dan Bertanggung Jawab. (Penerjemah: Juma Abdu Wamaungo. Jakarta: Bumi Aksara.
- Majid Abdul, 2011. Pendidikan Karakter Perspektif Islam. Bandung: Remaja Rosdakarya.
- Nafsaka, Z., Kambali, K., Sayudin, S., dan Astuti, A. W. 2023. Dinamika pendidikan karakter dalam perspektif Ibnu Khaldun: Menjawab tantangan pendidikan Islam modern. Jurnal Impresi Indonesia, 2(9), 903-914.
- Rachman, E. A., Humaeroh, D., Sari, D. Y., dan Mulyanto, A. 2023. Kepemimpinan visioner dalam pendidikan karakter. Jurnal Educatio Fkip Unma, 9(2), 1024-1033.
- Ramdhani, K., Hermawan, I., dan Muzaki, I. A. 2020. Pendidikan Keluarga Sebagai Fondasi Pertama Pendidikan Karakter Anak Perspektif Islam. Ta'lim, 2(2), 36-49.
- Sholihah, A. M., dan Maulida, W. Z. 2020. Pendidikan islam sebagai fondasi pendidikan karakter. QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama, 12(1), 49-58.
- Sutarjo, S. 2023. Mengoptimisasikan Pendidikan Karakter Siswa Sebagai Fondasi Kebangkitan Generasi Emas 2045. Jurnal Keguruan dan Ilmu Pendidikan (JKIP), 1(4), 257-262.
- Suyanto, 2010. Panduan Pendidikan Karakter di Sekolah Menengah Pertama. Jakarta: DIKTI.
- Zubaedi. 2012. Desain Pendidikan Karakter: Konsep dan Aplikasinya dalam Lembaga Pendidikan. Jakarta: Kencana.